



## Hyde Community College: Contribution to Tameside's Local Offer.

### Contact Information:

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### How we cater for students with Special Educational Needs and Disabilities:

#### Teaching and Learning:

The College will provide for the SEND needs of pupils through the following phases of intervention:

**Wave 1 – Quality First Teaching.** The individual needs of all pupils are provided for in the classroom through high quality, differentiated and personalised provision. Information about SEND pupils must be consulted and appropriate strategies incorporated into differentiation and provision for SEND pupils in the classroom. Where Teaching Assistants (TA) support in class, they should be fully consulted in lesson planning. The use of a word processor in certain lessons for students with writing difficulties/dyspraxia is also encouraged.

**Wave 2 – Targeted small group interventions.** Wave 2 interventions are short term programmes delivered by a TA or teacher that address the specific needs of pupils enabling them to make accelerated progress. Examples of intervention include small group withdrawal in: Year 7 English Nurture (Comprehension and Decoding) small group withdrawal; Year 7 Reading Groups; Year 7 and 8 Maths Nurture small group withdrawal; Year 7 -11 Social Chat; Year 7 -11 Young Carers; Year 11 Maths; The impact of these interventions will be communicated to parents/carers on a termly basis.

**Wave 3 – Targeted 1 to 1 interventions.** Wave 3 interventions are for pupils for whom quality first teaching and Wave 2 interventions are not enough to enable them to make progress. Students who have a statement of SEND (or Education Health Care Plan) are often supported at Wave 3 level.

Wave 3 interventions are more intensive programmes involving more 1-to-1 withdrawal work and/or specialist provision to address learning needs and applies to the full range of SEND.

All parents/carers of students who have a statement of SEND and/or Wave 3 intervention will be offered termly meetings with the SENCO and class teacher/Head of Year, as appropriate, to discuss the impact of the support programme and future planning.

A school based key-worker may be assigned to any student on any of the waves of intervention, if appropriate.

- The College uses the services of Tameside Local Authority.
- The SENCo may involve other outside agencies including Social Services (see Child Protection Policy), Sensory Impairment Service, School Nurse, Speech and Language, Occupational Therapy, CAMHS plus a wide range of other external support services according to the individual needs of pupils.
- The SENCo has regular meetings with all professionals within the educational and wellbeing support services in order to ensure that relevant provision is in place for all SEND pupils.

Inclusion staff regularly attend professional training sessions both in-house and through external agencies as a normal part of their professional development and appraisal. Courses attended over the last academic year have all related to the various SENDs mentioned earlier; specifically dyslexia, phonics, dyspraxia, scotopic sensitivity, behaviour modification, Asperger's Syndrome, emotional and mental well-being, physical disability, visual impairment, hearing impairment and various other specific medical conditions, such as, hypermobility, epilepsy and neurofibromatosis. It is expected that this extensive pattern of training will continue in the future.

- The SENCO will discuss appropriate CPD/training needs with the senior leadership team, as required.
- NQTs and all new staff will be provided with INSET in order that they are familiar with how the SEND Code of Practice requirements work in practice, as well as the College's expectations of their role in working with students with SEND.
- The College will hold regular meetings for TAs which offer training in relevant skills and areas of expertise.
- The INSET needs of SEND staff will be identified through annual appraisal/performance management.

Access arrangements for all tests and examinations are organised jointly by The SENCO and the Exams Officer. These can include up to 25% extra time, and/or provision of reader and/or scribe and/or the use of a word processor. In line with statutory guidance GCSE access arrangements are completed with students in Year 10 during the first term of study.

## Annual Reviews

Annual review meetings for children with Statements or Education, Health and Care (EHC) Plans take place as follows:

Year 11 – during the 3rd half term (February).

Year 9 – during the 4th half term (March).

Years 7 & 8 – during the 5th half term (May).

Year 10 – during the 6th half term (June).

Outside agencies are also invited to attend, as appropriate.

The impact of Wave 2 interventions is communicated to parents/carers on a termly basis.

## Keeping Children Safe

Handover arrangements for parents/carers, for the start and end of the day, of particularly vulnerable students can be made in consultation with the SENCO. The college has a large area car

park for visitors/drop off zone. Individual support with a TA attending can also be set up for particular students.

At most break and lunchtimes there is a 'Minecraft' computer game club and a literacy Lexia Club after school, for 2 nights per week. These are run in the dedicated Alpha Centre.

Students can also come in to do homework or talk to staff if they feel the need for support. There is a separate outdoor space available exclusively for their use. All trips and PE activities are risk-assessed and individual programmes of study can be designed for students with particular special needs. Teaching Assistants regularly take and/or accompany students/groups on trips.

The school bullying policy is known and acted upon by all staff. It can be accessed on the schools website.

## Health (including Emotional Health and Wellbeing)

All medical administration is done with advice and agreement between relevant medical bodies, parents/carers/school and child. An information sheet, agreed and signed with parents/carers, is sent to all staff. Risk assessment may also be carried out and procedure distributed to all staff. There is a secure medication cupboard in the Alpha Centre with a student record book of administration.

All INSET is done with relevant medical bodies, parents/carers/school and child. Dependent on the severity of need, relevant and/or all staff attend training to know how to deal with a child's particular needs.

Health/therapy services which children can access on school premises include the school nurse and staff trained as councillors.

## Communication with Parents

The SENCO is available via phone, email and/or letter. The contact details are on the school website.

Parents/carers are updated with their child/young person's progress according to the earlier notes on wave intervention.

The Inclusion Department also uses an 'open-door' policy where parents/carers may come into school at any time to discuss any SEN issues with the SENCO. It is recommended that phone contact is made first in order to keep waiting time to a minimum.

Open Days are timetabled for parents to view the school and the Alpha Centre. Individual tours are done for students with particular needs, especially wheelchairs users, ASD students and those who have HI/VI.

The Inclusion Department also runs an extra activity-day for Year 6 students who are enrolling in Year 7 and considered to be particularly vulnerable or who have severe communication/confidence issues. Feeder primary schools are the main source of information when arranging which students may be offered this intervention. Parents can discuss their child with the primary school SENCO and/or directly with the SENCO at Hyde. The final list of attending students is usually completed in May.

Parental feedback is via the key worker system or direct to the SENCO via phone, email, letter and/or face to face meetings.

## Working Together

All students, parents and carers sign a home – school contract. This is signed in year 7 and also if they join mid-way through any year. In the contract the school promises to maintain a safe caring environment, deliver an education which is suited to students and support student's ambitions, and ensure they have suitable high aspirations. This will take place by increasing student

independence, responsibility and challenge to ensure they are the best they can be. In return Parents and students promise to have regular and punctual attendance. They will make sure they are fully equipped, wearing the correct uniform. Parents agree to attend parents evening and support the schools homework and behaviour policy. Students agree to abide by the school rules and take responsibility for actions. All form groups in all years have a representative on the school council that attend regular meetings. The group's agenda is driven by the students. The school has an open-door policy which is fully initialised by parents and carers. They are usually able to see student progress co-ordinators, member of SLT or teaching staff with appointments. Every year group has a parents evening to discuss student progress and the educational diet given to their child. Parents can also contact the school by telephone, email or letter.

The views of parents and carers are valued by the school. Questionnaires are regularly completed by parents and carers at parents' evenings. These inform future school practices.

The governing body meet on a regular basis throughout every term. The school is continually canvassing for governors and there are parent forums to be arranged for them in future months. The governing body has a designated member responsible for the monitoring of the SEN department. That has received additional training in the field enabling them to examine how the SEND department supports the needs of students and families.

## What Help and Support is available for the Family?

Help for parents/carers to complete forms and paperwork is normally provided by the link TA and/or school councillor or careers advisor, as appropriate. Parents access this by contacting school. A meeting may also be set up to give further advice and help.

Through the school, parents and young people can seek advice from the school website, form tutor, head of year, class teacher, SENCO, Head of Pastoral, school based careers advisor, school-based councillor and/or key worker TA.

Travel plans to get their son/daughter to and from school is done in liaison with the local authority. The school EWO, SENCO or link TA may also be able to assist with this issue.

## Transition from Primary School and School Leavers

A sensitive transition from primary to secondary for our most vulnerable students is achieved by providing an extra day of support for around 16 to 20 of the Inclusion students identified as having the greatest needs. They are invited to spend a full day working in the Alpha Centre with all members of the Inclusion Department. This day is usually done the day before the 2 days where all prospective Year 7 students spend time at Hyde doing a variety of lessons taught by Hyde staff. This allows the most vulnerable students to become familiar with staff and school. During the whole of the first week of the academic year all teaching assistants support Year 7 students in-class to ensure a successful start and further identify any other students who may need additional intervention. A buddying system for students is also encouraged by Inclusion Staff, Form Tutors and Heads of Year, where appropriate.

Students have interviews and 'super-learning days' based on careers. The careers adviser works closely in school with positive steps, who will attend reviews, write learning difficulties assessments for statemented young people, to support with transition. All students have support with writing college/apprenticeship application forms.

## Extra-Curricular Activities

All trips are fully inclusive irrespective of the students need and risk assessments re health and safety issues are considered, as and when appropriate. Extra support is used for any student who needs it

and this includes student wheelchair users. Some trips are dependent on a voluntary payment contribution from parents/carers however no student is excluded from a trip because of financial difficulties.

Each year there is a one week Summer School for certain students who are in the category designated as 'pupil premium'. There is no charge.

There are many clubs and activities at break times, lunchtimes and after school such as; Minecraft Club, Chess Club, Scrabble Club and numerous sporting activities.

There is a daily homework club for students at Key Stage 3 (Years 7, 8 and 9) and there are department homework clubs for students in Key Stage 4 (Years 10 and 11).

The school has a Student Progress Coordinator attached to each year group and they help to ensure students are safe and happy in their day-to-day school life. This is mainly achieved through 'buddy systems', social chat groups, counselling and mentoring, depending on the individual needs of the student.